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ABSTRACT

This guide for Cosmetology is part of a public school effort to articulate secondary and post-secondary vocational education programs. It is organized in a pattern of behavioral objectives so that students may enter and complete the program in high school, or in a post-secondary program, or may transfer and continue without loss of time. Of the 1500 clock hours required in the course, 200 hours are taken up in orientation and related subjects--hygiene, personal development, professional training, sanitation, physiology, etc.--to be taught as the training progresses. The remaining hours are devoted to techniques of hair styling, shaping, and coloring; permanent waving/hair relaxing; manicuring, massage, and facial treatments; and related subjects such as make-up and wigs and hair pieces. A list of equipment necessary for a twenty-student school shop and a cartoon series entitled "Your Job -- How to Lose It!" are appended. (Author/AJ)

VOCATIONAL COSMETOLOGY

An Integrated Secondary-Post Secondary Curriculum Guide (Tentative)

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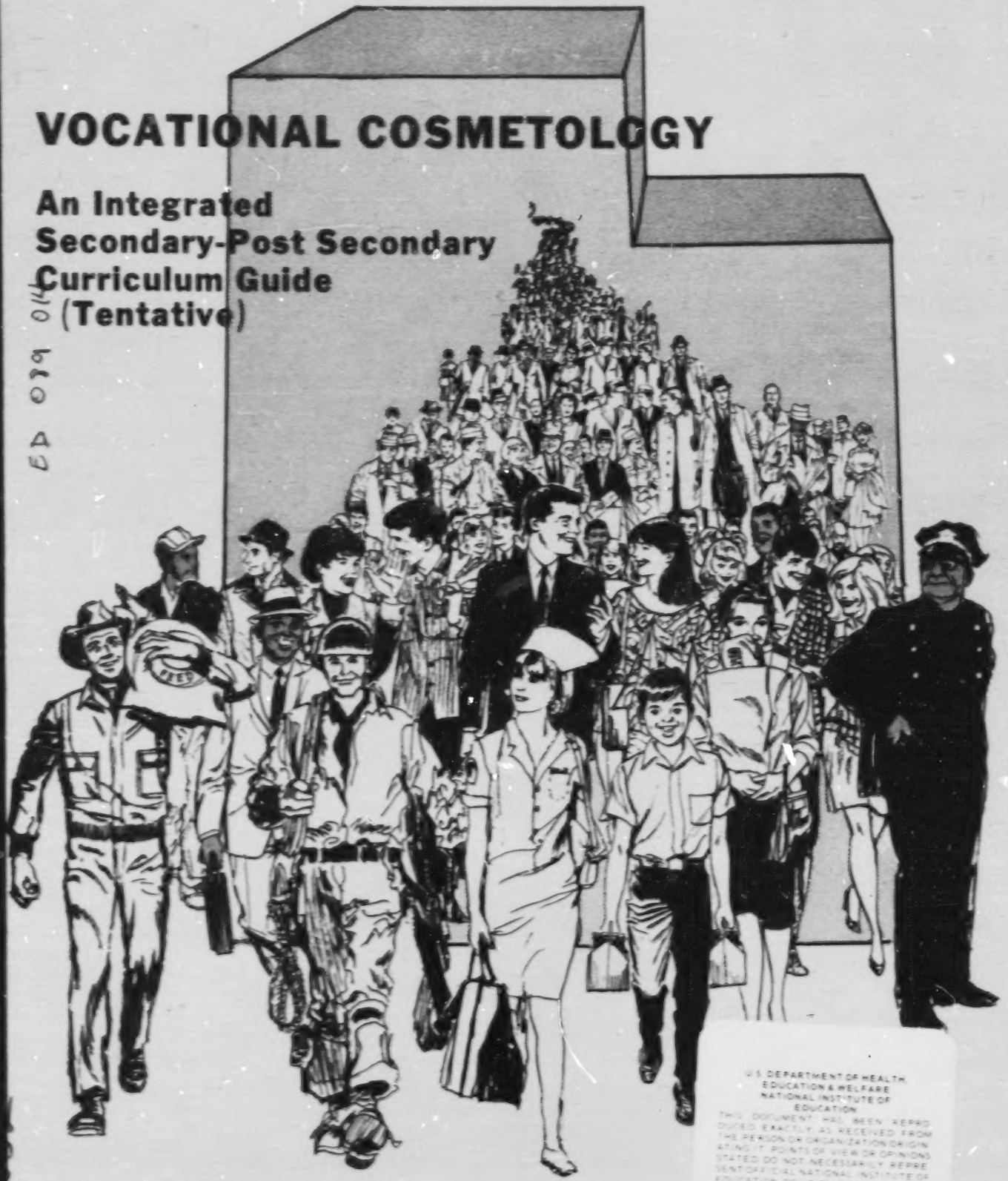

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Utah State Board for Vocational - Technical Education

COSMETOLOGY

An Integrated Secondary - Post Secondary

Curriculum Guide

(Tentative)

1971

UTAH STATE BOARD FOR
VOCATIONAL-TECHNICAL EDUCATION
Division of Trade and Industrial Education

VOCATIONAL COSMETOLOGY

An Integrated Secondary - Post Secondary
Curriculum Guide

(Tentative)

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INTRODUCTION

This guide for Cosmetology has been prepared as part of the public school effort to articulate all secondary-post secondary vocational education programs, so that students may move smoothly from high school to area vocational center, to technical or community college. Its content is organized so that students may enter and complete in high school, or in a post secondary program, or may transfer from either to the other and continue without loss of time.

The original State cosmetology guide was prepared for high school use. Because it had immediate and coninuing application in the field, it was accepted widely. Demand for the guide, plus the conversion of curricula to behavioral objective patterns has necessitated revision of the material and updating to newest practices.

The committee assigned to the task of developing and submitting the guide are:

Margaret Lundquist, Chairman, Weber State College
Joanne Cook, College of Eastern Utah
Rodney Derrick, Utah Technical College at Salt Lake

The occupational analysis, course objectives, and content were prepared and tried in tentative form by the committee, with consultative assistance from:

Mrs. Alzina Barton, Chairman, State Examining Board for Cosmetology
William T. Holmes, Williams Beauty Salons
Don D. Eppich, Don's Hair Styling

Sincere appreciation is expressed to the committee members for their fine work, to the consultants for the contributions to the course content, and for their time. Appreciation is expressed also to Von H. Robertson, State Curriculum Specialist, under whose supervision the guide was prepared, and to Garth Hill, Specialist in Trade and Industrial Education, who has directed the project.

Walter E. Ulrich,
Administrator for Vocational-
Technical Education

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Of the 1,500 clock hours required in the course, 200 hours will be taken up in orientation and related subjects--hygiene, personal development, professional training, sanitation, physiology, etc. These subjects except orientation will be taught as the training progresses rather than as a single block of time. Each subject will be introduced at its time of need and will progress as the training develops.

UNIT 1:0:0 Orientation

PURPOSE

To register and familiarize the student with the standards and objectives of the course of cosmetology.

CONTENTS

1:1:0 Professionalism

1:2:0 School Management

1:3:0 Assigned Responsibilities

SUBUNIT: OBJECTIVE:

1:1:0 Professional

Upon completion of this unit, student will have registered, obtaining necessary text, supplies and equipment for course and will have passed, to satisfaction of instructor, written test showing knowledge of course requirements, standards of attendance and performance, graduation requirements, and the course attainments needed to pass a state board examination.

1:1:1 Beauty culture as profession

1:1:2 Registration

1:1:3 Getting acquainted

1:1:4 Tour of school

1:1:5 Length of course

1:1:6 Course requirements, standards of attendance and performance

1:1:7 Graduation requirements

1:1:8 State Board examination

1:2:0 School Management

1:2:1 Policies governing school program

Students completing the unit on orientation must successfully complete a written test on school policy and record keeping in 20 minutes time with a grade of 85 or above.

1:2:2 Keeping records of hours attended and work completed

Demonstrate one week of corrective record keeping on attendance and services of the program to be handed in on Friday.

1:2:3 Class officers

1:2:4 Care of equipment

Own
School's

After given proper instructions in cleaning desk, mirrors, chairs, combs and brushes, etc., you will clean the above equipment daily with 100% efficiency.

1:3:0 Assigned Responsibilities

1:3:1 Reception desk

After instruction on procedure, student will assist at the reception desk answering phone, greeting people, making appointments and operating the cash register to the satisfaction of instructor.

1:3:2 Dispensary

After complete instructions in dispensary duties, students will be assigned periods of time to these duties. They will be expected to perform this duty correctly with grade of 100.

1:3:3 Housekeeping duties

After complete instruction as to procedure in performance of household duties, students will be assigned by instructor a household duty and will be expected to perform this duty over a definite period of time with grade 100%.

UNIT 2:0:0 Hygiene and Good Grooming

PURPOSE

To become aware of the importance of public and personal hygiene and the influence that diet, exercise, sunshine, and emotions have on health and beauty

CONTENT

2:1:0 Good Health and Cosmetology

2:2:0 Rules for Healthful Living

2:3:0 Public Hygiene

2:4:0 Health Influences Beauty

2:5:0 Diet, Exercise and Sunshine

2:6:0 Emotions

2:7:0 Well-groomed Cosmetologist

SUBUNIT: OBJECTIVE:

2:1:0 Good Health and Cosmetology

2:1:1 The student will demonstrate his (her) realization that good health is required for the successful practice of cosmetology by listing ten ways that good health influences your success. This will be done in ten minutes and then read to the class for their approval.

2:2:0 Rules for Healthful Living

2:2:1 The student will demonstrate his understanding of the rules governing good health by taking his list of ten rules (2:1:1) and living them with 100% accuracy for one week. At the end of the week a written report will be submitted for the approval of the instructor.

2:3:0 Public Hygiene

2:3:1 The student will demonstrate his knowledge regarding things that are protected by public hygiene by listing five things controlled by the government that protects our health. This will be done in three minutes with 80% accuracy.

2:4:0 Health Influences Beauty

2:4:1 The student will demonstrate his (her) understanding of the statement "Beauty problems are also health problems" by pointing out on a mannequin three areas of the head and face that reflect the body's health. This will be done with 100% accuracy in two minutes.

2:5:0 Diet, Exercise and Sunshine

2:5:1 The student will demonstrate his (her) understanding of the need for a well-balanced diet, exercise and sunshine by making a poster that teaches these principles. This will take one evening and must be done to the satisfaction of the instructor.

2:6:0 Emotions

2:6:1 The student will demonstrate his (her) realization that the mind and body operate as a unit and that thoughts and emotions greatly influence the body by acting out a kit in which one student tells off another student. Each student's pulse should be taken at the beginning and the end. This should be done in three minutes to the satisfaction of class.

2:7:0 well-groomed Cosmetologist

2:7:1 The student will demonstrate his (her) understanding of what it takes to be a well-groomed cosmetologist by standing in front of a mirror and stating four or more of his (her) strong points and two or more areas that might be improved upon. This will be done in three minutes to the satisfaction of the other students.

UNIT 3:0:0 Professional and Personal Relations

PURPOSE

To understand the importance of professional ethics, personal development, and the responsibility of good public and personal relationships in the school and salon.

CONTENTS

3:1:0 Ethics

3:2:0 Personality Development

3:3:0 Public and Personal Relations

SUBUNIT: OBJECTIVE:

3:1:0 Ethics

3:1:1 Moral - What is right or wrong

Will demonstrate their knowledge of the course by appearing on time to class, have a good attitude toward the work and their associates at all times.

3:1:2 Legal (The Cosmetology 1963) - Our responsibility to State law, school, and patrons.

To know the rules and regulations governing cosmetology schools and beauty salons and be able to write or recite same laws, receiving a grade of 85% or better upon completion of course.

3:1:3 Social - Meaningful and rewarding relationship

Exhibit ability to converse intelligently with courtesy and be cooperative with patrons and colleagues at all times.

3:2:0 Personality Development

Make charts and keep daily record of personality traits and the progress made for improving weak traits. Must improve 85-100% within two months.

3:2:1 Self analysis and improvement

3:2:2 Personal attitudes

3:3:0 Public and Personal Relations

Be proficient in talking on telephone and in person, good relations with employers and employees, salesmen, and vendors, fairly adjusting complaints within two months time.

3:3:1 Telephone mannerisms

3:3:2 Assistance to patrons

3:3:3 Cooperation with employers and employees

3:3:4 Relating with salesmen and vendors

3:3:5 Adjusting complaints

UNIT 4:0:0 Sanitation and Sterilization

PURPOSE

To provide the information and practical application of the laws regarding sterilization and sanitation in the beauty school and salons.

CONTENTS

4:1:0 Methods of Sterilization and Utah's Laws Regarding Same

4:2:0 The Relation of Bacteriology to Sanitation and Sterilization

SUBUNIT: OBJECTIVE:

4:1:0 Methods of Sterilization and Utah's Laws Regarding Same

4:1:1 Know and practice Utah State laws regarding sanitizing sterilization.

Students will be given written test on state rules and regulation and school policy regarding sanitation and effective methods of sanitizing implements and articles used in the beauty salon. Completed in 20 minutes with grade of 90 or above.

4:1:2 Learn how to sterilize to prevent spread of disease in beauty salon.

Shown the procedure of sanitizing combs, brushes, and all implements used in beauty school, the learner will properly sanitize after each use and store in a clean sanitizer ready for use. Process to be inspected by instructor at least once a week. Receive a grade of 100%.

4:1:3 Learn effective methods of sterilization

4:1:4 Learn the uses and effects of chemical sterilizers

Given the names of different chemical disinfectants and antiseptics, without the aid or reference, list the strength and use of each chemical in 10 minutes with grade 85.

4:1:5 Learn terms relating to sanitation

Write correcly from memory at least 9 out of 11 terms and definitions.

4:2:0 The Relation of Bacteriology to Sanitation and Sterilization

4:2:1 To learn types and classification of bacteria

4:2:2 To learn growth and reproduction of bacteria

4:2:3 Learn causes and preventatives of the various infectious agents

UNIT 5:0:0 Shampoo and Rinsing

PURPOSE

To know the purpose, procedure, types, and chemistry of shampoos and rinses.

CONTENTS

5:1:0 Purpose and Procedure of a Shampoo

5:2:0 Types and Chemistry of Shampoo

5:3:0 Hair Rinses

SUBUNIT: OBJECTIVE:

5:1:0 Purpose and Procedure of a Shampoo

5:1:1 Following lesson and demonstration, each student will demonstrate on another student, the step by step procedure of preparing, brushing and shampooing the hair to satisfaction of the instructor.

5:2:0 Types and Chemistry of Shampoo

5:2:1 Following lesson and discussion on the different types of shampoos and the chemical makeup of each type, the student will pass a written test with a grade of 90% or better.

5:3:0 Hair Rinses

5:3:1 Given a list of the eight different types of rinses, the student will be able to describe the purpose and effect of the rinses to the hair with 100% accuracy.

UNIT: 6:0:0 Hair Styling

PURPOSE

To provide information and experiences in the areas of fingerwaving, pincurling, roller and thermal curling, brushing, teasing, and combing the hair into artful and beautiful coiffures.

CONTENT

6:1:0 Hair

6:2:0 Hairstyling

SUBUNIT: OBJECTIVE:

6:1:0 Hair

6:1:1 Composition of Hiar

After viewing slides and following lesson and discussion, you will pass test on the composition and division of hair with a grade of 80% or above.

6:1:2 Hair Structure

After reading the references in the text and having class discussion, you will draw a diagram and label the parts of hair; also, analyze by touch and sight types of hair, and recognize disorders, with a grade of 80% or above in 30 minutes.

6:1:3 Hair Anaylsis

You will pass written test on the analysis of hair with a grade of 100% in 20 minutes time.

6:1:4 Hair Disorders and Diseases

After class discussions and observations of different skin conditions described in text, you will recognize these skin conditions and determine the action to be taken.

6:2:0 Hairstyling

6:2:1 Introduction (history)

Upon completion of the lesson, you will be given a list of the basic terms used in hairstyling. Beside each term, write the definition of each. You will be given 20 minutes and must receive a grade of 85% or above.

Fingerwaving (shaping)

After you have been shown procedure by instructor, you will demonstrate on mannequin ability to form a shaping and fingerwave, to the satisfaction of the instructor.

Pincurls (Parts, Mobility and Stem Direction)

The student will explain and demonstrate on a mannequin, to the satisfaction of the instructor, the parts of a curl, the mobility of a curl. Curl and stem direction with 100% accuracy.

Pincurls and Roller Foundations (Bases)

Following the instruction given by instructor and using the test as a guide, the student will learn the effectiveness of the four foundations and bases of pincurls and rollers by practicing on a mannequin to the satisfaction of the instructor.

Skip Waving and Effects of Pincurls

The student will demonstrate on mannequins, to the satisfaction of the instructor, the importance of uniformity in alternating and combing finger waves and pincurls to form skip waves.

Cascade and Roller Curls

The student will, to the satisfaction of the instructor, set and comb three mannequins. One mannequin will be set with cascade curls, one with roller curls and one with a combination of both cascade and roller curls.

Brushing and Combing Techniques

Under supervision and to the satisfaction of the instructor, the student will explain the necessity of brushing and teasing the hair properly and in a different way for each hair style; then, demonstrate the technique on a mannequin.

Balance to Profiles and Facial Types

To achieve and prescribe a coiffure of beauty, balance, and harmony, the student will learn to recognize the seven fasic facial types and be acquainted with the three general characteristics for judging facial types, shapes, and profile.

Creativity

After discussing the importance of knowing facial types, general characteristics, styling pattern, combing techniques, and essentials of an artistic and suitable hairstyle, the student will be able to present on a model his or her own artistic skill and creativite techniques in producing a beautiful and adaptive coiffure.

6:2:2 Thermal Curling

Iron Curling

After introduction and brief history to thermal curling, the student will practice on a piece of hair the art of manipulating the curling iron and the proper control of heat, to the satisfaction of the instructor.

Heat Rollers

After the instructor has given a demonstration of heat rollers, the student will set and comb one style on a mannequin using heat rollers, to the satisfaction of the instructor.

Blow Waving and Curling

Upon completion of the course the student will be expected to create a style on a mannequin using a blow comb and execute both waves and curls to the satisfaction of the instructor.

UNIT 7:0:0 Permanent Waving - Hair Relaxing

PURPOSE

To have a complete knowledge of the types, procedures, analysis and problems involved in permanent waving and the important factors and techniques of hair relaxing.

CONTENT

7:1:0 Permanent Waving

7:2:0 Hair Relaxing

SUBUNIT: OBJECTIVE:

7:1:0 Permanent Waving

7:1:1 Types of Permanent Waving (History) etc.

You will be able to recall and list the types of permanent waving and different methods used throughout the history of permanent waving without the help of references or prompting in 20 minutes time.

7:1:2 Procedures of Permanent Waving

First with the use of the text and later without, you will perform on mannequins the four sectioning and blocking patterns in permanent waving according to the methods shown on Pages 177-178 of text to satisfaction of the instructor.

7:1:3 Analysis of Permanent Waving

You will be able to recognize immediately, upon sight and touch, the various qualities of hair, such as texture, elasticity and porosity with absolute accuracy.

7:1:4 Problems in Permanent Waving

Following the lesson and discussion on problems, causes and treatments in permanent waving, you will be able to recognize these problems and prescribe the correct treatment, to satisfaction of instructor.

7:2:0 Hair Relaxing

7:2:1 The Important Factors of Hir Straightening

Without the aid of references, the student should be able to recall and list the important factors of hair straightening with 80% accuracy in 15 minutes time.

7:2:2 The Techniques of Hair Relaxing

Given demonstration on techniques of hair relaxing, the student will demonstrate technique on mannequin to satisfaction of instructor.

UNIT 8:0:0 Hair Shaping (Cutting)

PURPOSE

To provide instruction and practice in the process of thinning, tapering, and shortening the hair by sising comb, scissors, thinning shears, or razors to create and adaptable and attractive hair fashion.

CONTENT

8:1:0 Implements and Equipment Used in Hairshaping

8:2:0 Basic Sectioning Patterns and the Advantages of Each

8:3:0 Know How to Judge a Patron's Individual Features and How to Accentuate Her Good Points and Minimize Her Poor Features by Considering the Patron's Head Shape, Her Facial Contour, Her Neckline, and Hair Texture.

8:4:0 Hair Thinning

8:5:0 Principles and Practices of Wet and Dry Hair Setting

8:6:0 Cutting Hair to Specific Styles

8:7:0 Terminology Used in Hair Shaping

SUBUNIT: OBJECTIVE:

8:1:0 Implements and equipment Used in Hairshaping

The student will identify and demonstrate on the hair the proper use of the following implements: regular hair shaping scissor, tapering scissors (one blade notched), ra or with safety guard, electric clippers, and comb to the satisfaction of the instructor.

8:2:0 Basic Sectioning Patterns and the Advantages of Each

The student will demonstrate his (her) understanding of sectioning patterns by sectioning four mannequin heads into the following patterrs: Four section parting, five section parting; donut parting, and "V" parting and will explain to the rest of the class one advantage of each pattern doing this without error.

8:3:0 Know how to judge a patron's individual features and how to accentuate her good points and minimize her poor features by considering the patron's head shape, her facial contour, her neckline, and hair texture.

8:3:1 The student will demonstrate ability to judge the features of a patron and accentuate her good points and minimize her poor features by considering her head shape, facial contour, neckline, and hair texture. He will demonstrate this knwoedge by acting out the part of the cosmetologist and explaining to three other members of the class the way each should have her hair cut; to the satisfaction of the class as well as the instructor.

8:4:0 Hair Thinning

8:4:1 The student will demonstrate his (her) ability to thin hair with either a razor or scissors by cutting above the strand on a model. He (she) will list four areas where hair does not require thinning and three rules that guide a cosmetologist in how near the scalp to thin for each texture of hair. This will be done in 10 minutes with 100% accuracy.

8:5:0 Principles and practices of wet and dry hair setting

8:5:1 The student will indicate his (her) understanding of cutting hair wet or dry with either a razor of scissors by listing three advantages of razor cutting and three advantages of scissor cutting and will explain one advantage of cutting hair dry and one advantage of cutting it wet. This will be done to the satisfaction of the instructor in not more than 5 minutes.

8:6:0 Cutting hair to specific styles

Basic
Basic with neckline
"A" line
Sassoon
Pixie
Shag
Dutch Cut

8:6:1 The student will demonstrate his (her) understanding of how cut the following hair styles: basic cut, basic cut with nec line, "A" line, sassoon, pixie, Dutch cut and shag by drawing them on the board and explaining the partings used, the implements used, the length of hair in front, back, top and sides for each style, taking not more than two minutes on each cut explanation. This will be to the satisfaction of the class and instructor.

8:7:0 Terminology used in hair shaping

8:7:1 The student will demonstrate his (her) knowledge of the terms used in hairshaping by passing a 20 question test based on the terms fround on Page 104 of "Standard Textbook of Cosmetology" with 90% or above score.

UNIT IX Scalp Treatments

PURPOSE

To provide instruction and experience in brushing, massaging, and the proper selection of cosmetics to maintain a healthy hair and scalp and combat disorders.

CONTENT

9:1:0 Purpose

9:2:0 Effects of brushing and massage

9:3:0 In Red lamps

9:4:0 Normal scalp treatment

9:5:0 Dry scalp

9:6:0 High frequency

9:7:0 Dandruff

9:8:0 Corrective treatment

9:9:0 Alopecia

SUBUNIT: OBJECTIVE:

9:1:0 Purpose

9:1:1 Follwing instruction on the purpose of scalp treatment, massage and brushing, the student will write a paper without use of reference on benefits of massage and brushing, and demonstrate correct brushing procedure to satisfaction of instructor.

9:2:0 Effects of brushing and massage

9:2:1 Using each other as a model, and following an outlined procedure given by the instructor, the student will demonstrate scalp manipulation to satisfaction of the instructor.

9:3:0 In Red lamps

9:3:1 After being given a demonstration on the correct method of using the infrared lamp when giving a scalp treatment, the student will demonstrate his ability to use an infrared lamp safely and correctly when giving a scalp treatment. He will clean and sanitize equipment and return it to its proper place to the satisfaction of the instructor.

9:4:0 Normal scalp treatment

After seeing a demonstration and receiving instruction on the procedure for performing a scalp treatment for normal hair, the students using each other as models, will demonstrate his ability to perform this procedure in 45 minutes. Each will clean and sanitize equipment used and return it to its proper place to the satisfaction of instructor.

9:5:0 Dry scalp

Following instruction on cosmetics used in giving different types of scalp treatments, each student will choose correct cosmetics and, using another student for a model, give a complete treatment for dry scalp in one-half hour time. Each will clean and sanitize equipment used and return all equipment to its proper place to the satisfaction of the instructor.

9:6:0 High frequency

After completing instruction on the method of using the high frequency current, precautions taken when using, and the process of sanitizing, each student using another as a model will give a complete scalp treatment for oily hair correctly applying the high frequency current. Each will clean up an sanitize the high frequency electrode and return the equipment to its proper place in thirty minutes time to satisfaction of instructor.

9:7:0 Dandruff

Following instruction on dandruff and its treatment, the learner will list:

1. Both direct and indirect causes of dandruff.

2. The different treatments and cosmetics that will help to control dandruff.

3. The necessary precautions the student and the school must take to prevent the spread of dandruff. He must make a grade of 85 or above.

9:8:0 Corrective treatment

Students will follow procedure outlined in text and, using each other as models, will give a corrective hair treatment. Each will clean and sanitize equipment and return it to its proper place in thirty minutes time to satisfaction of instructor.

9:9:0 Alopecia

Upon completion of instruction on alopecia and its treatments, without the aid of references, the student should be able to list five causes of alopecia and describe the procedure to be used in its treatment.

9:10:0 Students, using each other as models, will give correctly a scalp treatment in one-half hour's time with a grade of 85 or above. Each will clean and sanitize equipment used and return it and unused materials to their proper place.

9:11:0 Upon completing this unit, a true-false and completion test will be given on scalp treatment. Students must pass at least 80% to be completed in 30 minutes.

UNIT 10:0:0 Hair Coloring

PURPOSE

To provide instruction and experiences in classification, analysis, color selection, safety measures and methods of application of artificial color to the hair, lash, and brows.

CONTENT

10:1:0 Hair Coloring

10:2:0 Hair Lightening

SUBUNIT: OGJECTIVE:

10:1:0 Hair Coloring

10:1:1 Classification of all hair coloring products

10:1:2 Hair analysis

10:1:3 Analine derivative tints

patch test
methods of application
safety measures

10:1:4 Color selection

10:1:5 Semi-perm color

10:1:6 Pre-softening and pre-lightening

10:1:7 Temporary color rinse

10:2:0 Hair Lighteners and their use

10:2:1 Types of lighteners and their use

10:2:2 Lightening virgin head

10:2:3 Lightener retouch

10:2:4 Toner application

10:2:5 Frosting, tipping, and streading

UNIT 10:0:0 Hair Coloring

10:2:6 Safety measures

10:2:7 Fillers

10:2:8 Removal of analine derivative and coating dyes

10:2:9 Tint black

10:2:10 Lash and brow tint

Third quarter students will complete the following assignments with an A grade

1. One virgin lightener
2. Two retouch lighteners
3. Two retouch tinits
4. One virgin tint
5. Two semi-permanent color

Within a time-controlled situation

Second quarter students will complete the following assignments with at least a B average

1. Virgin lightener
2. Two retouch lightener
3. Two retouch tint
4. One virgin tint
5. Two semi-permanent color within a time-controlled situation

Using the mannequin as a model with virgin hair, student will apply wave set as tint coloring the hair same shade or darker in 30 minutes time to the satisfaction of the instructor.

Using mannequin as model with virgin har, and using wave set for tint, the student will make a slight change application in 15 minutes to the satisfaction of the instructor.

Using a mannequin as a model and wave set for aniline tint shampoo, student will correctly apply highlighting tint shampoo and explain to instructor the composition and processing time of highlighting shampoo tint in 15 minutes to satisfaction of instructor.

You will be given a multiple choice and true-false test on:
1. Introduction of hair coloring
2. Classification of color
3. Aniline derivative tint
4. Patch test
5. Color selection
6. Examination of scalp hair
7. Safety measures
8. Notes taken in class with a grade of 85 or above in 20 minutes time.

List from memory the classification of hair lighteners and explain the conditions under which you would use them with not less than 85% accuracy in 15 minutes time.

Using a mannequin as a model and wave set as a lightening formula, student will complete a lightening application on a virgin head in 30 minutes time to satisfaction of instructor.

Students will apply wave set as a lightening agent to a mannequin in correct procedure of retouch lightener in 20 minutes to satisfaction of instructor.

Student will apply wave set to a mannequin in correct procedure of a tone application, to be completed in 15 minutes to satisfaction of instructor.

Following a demonstration on frosting and tipping, students will use either each other or the mannequins as models and pull hair through a tipping and a tipping cap. They will make a past of soap flakes and water in place of lightening agent, and apply to hair. Shampoo off. Return all unused material to proper place and clean up. Complete in 1 hour's time to satisfaction of instructor.

Following instruction, students will list from memory the definition of hair coloring, four reasons and three advantages of hair coloring, and the classification of all hair coloring, with grade of at least 85 in 20 minutes time.

Sketch and label the three structures of hair, write out the effect each layer has on the outcome of a color treatment in 10 minutes with grade 90.

Student will define porosity, texture, elasticity, and condition from information on page 170 to 173 to textbook, give the effects, advantages, and disadvantages each has on coloring. This must be complete and correct to be handed in at next color class.

Class will be divided into groups using an assigned model. Each group will analyze the model's hair, determining texture, porosity, elasticity, and condition. Also determine the color product, that would be the most successful to use on the model. Each group will assign a spokesman. Each spokesman will be given three minutes to report their findings to the rest of the class. This must be done to the satisfaction of class members and the instructor.

Following the procedure outlined in manufacturer's direction concerning mixing and applying sem-permanent and aniline color, using each other as models, students will give patch test. When completed, answer all questions on a record and tint release card correctly and sign your name. Clean up and return all unused material to its proper place. In 15 minutes time then explain to instructor how to identify a positive patch test.

List from memory ten important things to remember before applying tint to patron's hair.

Given a mannequin as model and wave set as aniline, following partings and application procedures from the text and class instruction, apply a single application tint on virgin hair making hair a lighter shade to be completed in 30 minutes to satisfaction of instructor.

After observing a demonstration of each color product used in beauty school and determining its coloring agent, you will be instructed in the effects each has on hair, the advantages and disadvantages of each product, and their uses, pass a test of 20 questions covering these subjectives with grade of 85.

Using a mannequin as a model and wave set as tint, student learner will make a single application retouch tint in 25 minutes time to the satisfaction of the instructor.

Using as a guide, "General Guides to Correct Color Selection" and "Seven Factors to Help Make Color Selection" from the text and a student as a model--each student will:

1. Examine her model's hair and discuss her likes and dislikes with her
2. Choose the color best suited to her complexion and eye color
3. Be ready to explain to the class the choice of color for the model in not more than two minutes

to the satisfaction of the instructor.

Following demonstration and instruction on semi-permanent color and using mannequin as model with wave set as the color products, the student will make correct semi-permanent color application to satisfaction of instructor in 15 minutes time.

Following demonstration and instruction on pre-softening and using a mannequin as model with water for hydrogen peroxide, the student will make application correctly of pre-softening, following with aniline retouch tint, the process to be completed in 1 hour to satisfaction of instructor.

Using textbook and classroom instruction, student will write correctly on paper the procedure of pre-softening and pre-lightening, and give a reason for the use of each to be handed in at the next color class.

Following a demonstration and instruction on use of temporary color rinses and using a mannequin or another student as a model, the student will apply correctly a temporary rinse to satisfaction of instructor.

Using a mannequin, the student will part the hair in the correct four sections for color application, there using wave set for the coloring and lightening formula:

In one section make a slight change application.
In the second section make a single application but on virgin hair.
In the third section make a retouch tint application.
In the fourth make a lightening retouch.

Complete the operation in 30 minutes with 85% rating.

Given a list of terms relating to hair coloring, student will define each term and explain its use. Must be complete in 20 minutes with grade of 90 or above.

Upon completion of a demonstration and instruction in lash and brow tinting, the students using each other as models and following procedure outlined in text, give a lash and brow tint, clean up and put unused materials in proper place to satisfaction of instructor, in 30 minutes time.

List without references, chemicals found in tint removal products. Also the complete tint removal procedure. This must be correct and completed within 15 minutes.

Upon completing the unit on color, student will pass a true false and completion test with a grade of 85 in 45 minutes time.

UNIT 11:0:0 Wigs and Hair Pieces

PURPOSE

To become proficient in recognizing types and quality, in cleaning, styling and cutting of wigs and hair pieces.

CONTENTS

11:1:0 Types

11:2:0 Cleaning and Conditioning

11:3:0 Styling and Cutting

11:4:0 Care

SUBUNIT: OBJECTIVE:

11:1:0 Types

11:1:1 Will know brief history of wigs, be able to differentiate between the qualities and conditions and types of various wigs and samples given to him by the instructor to satisfaction of instructor.

11:2:0 Cleaning and Conditioning

11:2:0 You will clean and condition one human hairpiece and one synthetic hairpiece within 30 minutes for each one to the satisfaction of the instructor.

11:3:0 Syling and Cutting

11:3:1 Will explain to instructor two important factors to be considered when cutting and styling a wig. With the approval and supervision of instructor, demonstrate the technique of cutting and styling a wig in 45 minutes time.

11:4:0 Care

11:4:1 Will have a complete basis and knowledge of the handling, car and treatment of all types of hairpieces. Demonstrate ability on the two types of wigs, human and synthetic, also demonstrate on wiglets, falls, and cascade the techniques used, under the supervision of instructor using the construction of the hairpiece as a guide.

UNIT 12:0:0 Massage

PURPOSE

To understand the techniques involved with the application of external manipulation by means of hand and with the aid of mechanical or electrical appliances.

CONTENTS

12:1:0 Use--when and how

12:2:0 Basic Movement

12:3:0 Physiological Effects

SUBUNIT: OBJECTIVE:

12:1:0 Use--when and how

12:1:1 Following instructions on massage, and without references, students will write a paper explaining:

1. What is meant by massage
2. Why it is used
3. Qualifications a cosmetologist should possess
4. Three body conditions when massage should not be given

to the satisfaction of instructor.

12:2:1 Basic Movement

Following instruction on basic manipulation used in massage, student will demonstrate all six basic manipulations on each other and write a paper explaining their use and effects on body in a time controlled situation to satisfaction of instructor.

12:3:1 Physiological effects

UNIT 13:0:0 Facials

PURPOSE

To become proficient in the analysis of skin, types of cosmetics, facial massage, the location of motor nerve points, the various procedure of giving a facial and recognizing the effects and benefits of packs and masks.

CONTENTS

13:1:0 Skin - its structures and function

13:2:0 Nerve Points

13:3:0 Massage and Its Effects on Skin Structures

13:4:0 Cosmetics

13:5:0 Plain Facial

13:6:0 Special Problems

13:7:0 Use and Effects of Packs and Mask

SUBUNIT: OBJECTIVE:

13:1:0 Skin - its structures and function

13:1:1 Completing instruction on skin analyses, massage and facial cosmetic. Using each other as models, students will analyze skin, prepare model, choose correct creams and lotions, determine proper massage and give a complete facial. Clean up the booth and put unused materials in proper place in two hours time with grade of 85% or above.

13:2:0 Nerve Points

13:2:1 Provided with a list of motor nerve points of the face and neck and a list of locations, correctly match the motor nerve point with its location in 10 minutes. Grade 90 or above.

13:3:0 Massage and Its Effects on Skin Structures

13:3:1 Following an outlined procedure on facial massage, provided by the instructor, and using each other as a model, students will demonstrate their knowledge of facial massage to satisfaction of instructor.

13:4:0 Cosmetics

13:5:0 Plain Facial

13:5:1 Following a demonstration on correct draping procedure for facials, students using each other as models, will demonstrate their knowledge of draping the model to satisfaction of instructor.

13:6:0 Special Problems

13:6:1 Students will be given a written test on special skin problems and corrective treatments that can be used to achieve effective results in correcting these problems. Will receive a grade of 85% in 20 minutes time.

13:7:0 Use and Effects of Packs and Mask

13:7:1 Following instruction in packs and mask, using each other as models, student will correctly apply and remove either a mask or pack depending upon need, clean up and put materials in proper place in 30 minutes time to satisfaction.

UNIT 14:0:0 Makeup

PURPOSE

To become expertise in the selection and application of cosmetics to create an illusion of beauty and harmony in enhancing the natural coloring of the skin.

CONTENTS

14:1:0 Makeup

14:2:0 Eyebrow Arching and Removal of Superfluous Hair

SUBUNIT: OBJECTIVE:

14:1:0 Makeup

14:1:1 Preparation of patron and procedure of facial makeup

To be completed in 45 minutes, student will demonstrate proper choice and application of makeup to satisfaction of the model and instructor in 45 minutes time.

Given sketches of 7 basic face shapes, student will sketch correctly proper makeup application on each face in 45 minutes time.

14:1:2 Corrective makeup

14:1:3 Color selection

14:2:0 Eyebrow Arching and Removal of Superfluous Hair

14:2:1 Methods of removing unwanted hair on eyebrows

Using each other as models, students will give a waxed brow arch in 30 minutes time with grade of 85 or above.

Upon completing instruction in facial, eyebrow arching, and makeup, learner will give a complete plain facial, eyebrow arch and makeup, clean up and return unused materials to proper place with grade of 85 in one hour's time.

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

UNIT 15:0:0 Manicuring

PURPOSE

To become proficient in giving a good, systematic and efficient manicure.

CONTENTS

15:1:0 The Structure of Hands, Arms, and Nails

15:2:0 Theory of Hand and Arm Massage

15:3:0 Procedure for a Plain Manicure

15:4:0 Procedure for an Oil Manicure

15:5:0 Procedure for an Electric Manicure

15:6:0 Special Problems

15:7.0 Artificial Nails

SUBUNIT: OBJECTIVE:

15:1:0 The Structure of Hands, Arms, and Nails

15:1:1 Upon completion of the lesson, you will be able to pass a test on the structure of the hands, arms, and nails with a grade of 80% or above.

15:2:0 Theory of Hand and Arm Massage

15:2:1 After the lesson and demonstration by the instructor, you will practice the are of hand and arm massage to satisfaction of instructor.

15:3:0 Procedure for a Plain Manicure

15:3:1 After demonstration of the procedure of a plain manicure you will be able to give a plain manicure in 25 minutes to the satisfaction of the instructor.

15:4:0 Procedure for an Oil Manicure

15:4:1 After demonstration of procedure for an oil manicure you will perform on another student the procedure in 25 minutes to satisfaction of instructor.

15:5:0 Procedure for an Electric Manicure

15:5:1 You will give an electric manicure on another student, being aware and exercising the safety precautions in relation to electricity, also following the outline given by instructor to satisfaction of instructor.

15:6:0 Special Problems

15:6:1 After the lesson on special problems in manicuring, you will pass a written test on these problems and list ways of correcting them in 20 minutes time with a grade of 80% or above.

15:7:0 Artificial Nails

15:7:1 Following demonstration and procedure of instructor, you will apply artificial nails on another student to satisfaction of instructor.

UNIT 16:0:0 Physiology and Anatomy

PURPOSE

To have a basic knowledge of the structure and functions of the human body for the proper application of cosmetic function.

CONTENTS

16:1:0 Cells, Tissue, Organs, Systems

16:2:0 Skeletal System

16:3:0 Muscles

16:4:0 Nervous System

16:5:0 Circulatory System

16:6:0 Endocrine System

16:7:0 Excretory and Respiratory System

16:8:0 Digestive System

16:9:0 Nail

16:10:0 Skin and Scalp

SUBUNIT: OBJECTIVE:

16:1:0 Cells, Tissue, Organs, Systems

16:1:1 Upon completing the unit of cells, student by means of a written examination will:

1. Define cell and give function of cells
2. Explain cell structure and reproduction
3. Define and explain metabolism
4. Relate cell functions to care of hair and skin

16:1:2 Students completing the unit on tissue will:

1. Name and describe body tissue.

2. Explain the functions of different tissue in the body.

3. Distinguish the kinds of tissue and give their characteristic to an accuracy of 80% on written examination.

16:1:3 Upon completing the unit on organs, their structure, function, and contribution to making the nine systems, the students will pass a true-false-completion test that includes cells, tissue, organs, and systems, with at least 75% in 30 minutes.

16:1:4 Following instruction in the various methods that can be employed to cope with superfluous hair, the student will write a paper on the different methods, give their procedure, advantages, and disadvantages, and their safety requirements. To be accomplished in a time controlled situation with grade of 80 or above.

16:2:0 Skeletal System

16:2:1 Purpose of skeletal system

Following instruction on the skeletal system, and withour use of references, student will explain on paper:

1. What comprises the skeletal system

2. How our personal appearance is effected by this system

3. Three divisions of the system, their parts, and functions

4. Types of bone tissue

5. The means by which bones are nourished. This to be accomplished in a time controlled situation and to an accuracy of 75 percent or more.

16:2:2 Body Regions

After completing instruction on the functions of the skeletal system, shapes of bones, structure and functions of joints, cartilage, ligaments, and synovial fluid, the student will list:

1. Functions and shapes of bone

2. The kinds of types of joints and give an example of each.

Describe cartilage, ligaments, and synovial fluid and give the function of each to be completed in a time controlled situation and an accuracy of 75% or more.

16:2:3 Bones structure and function

Given a sketch of the skull, showing the 8 bones of the cranium and 14 bones of the face, without use of reference, the student will write in the correct name of the bone, in the space provided, with 20 or more correct.

16:2:4 Joints - construction, how they operate

Given a list of bones of the neck, chest, hand and arm and a list of locations, the student will match the correct bone with the location and explain why it is necessary for a cosmetologist to understand the structure of the head, face, arms, and hand; completed in a time controlled situation and an accuracy of at least 75.

16:2:5 Cartilage, ligaments, and synoidal fluid

Upon completing instruction on the skeletal system, the student will pass a true-false-completion examination on the complete unit with an accuracy of at least 80 in a time controlled situation.

16:2:6 Bones of head, face

16:2:7 Bones - neck, chest, arm, hand

16:3:0 Muscles

16:3:1 Placement of muscles in skin and beauty care

Upon completing the unit muscles, their types, characteristics and terms, student will pass a written examination.

1. Explain why muscles have a tendency to sag, and methods of maintaining a healthy muscle.

2. Define terms used in relation to muscles, characteristics of muscles and their meaning to be completed in a time-controlled situation to an accuracy of at least 75.

16:3:2 Muscle; their types, characteristics and temrs

Students will be given a list of the muscles of the head, eyebrow, and nose, and must explain their function and give the location of each, in a controlled time situation with an accuracy of at least 75.

16:3:3 Muscle nomenclature, locationl function

a. Head, forehead, nose

b. Chest and trunk

c. Of the mouth

d. Shoulders, arms, and hands

Given a sketch of the muscles of the mouth with each muscle numbered, match the numbers with the correct name and explain the function of each to be completed in a time controlled situation to an accuracy of at least 75.

16:3:4 Given a list of 12 muscles of the ear mastication, neck, back and chest and a list of function and locations, match the correct name with their function and location in 10 minutes time with a grade of at least 80.

16:3:5 Upon completing the unit of muscles of the shoulder, arms and hand, the student must pass a true-false-completion examination on the complete character of muscles in a controlled time situation with a grade of at least 80.

16:4:0 Nervous System

16:4:1 Upon completing the unit on the nervous system, the student will be able to:

1. define neurology

2. draw a nerve cell and identify the nucleus, dentrites, cell body, and axom.

3. define nerves

4. give two reasons for studying the nerve

This will be done on paper with 100% accuracy in ten minutes.

16:4:2 Upon completing the unit on the nervous system, the student will be able to:

1. describe the function of sensory, motor, and mixed nerves and give another name for sensory, motor, and mixed nerves and give another name for sensory and motor.

2. name the three divisions of the nervous system and describe their function.

3. describe a nerve reflex and drav a diagrm showing the path a nerve reflex would take.

This will be done on paper to the satisfaction of the instructor in 10 minutes.

16:4:3 Upon completing the unit on the nervous system, the student will be able to:

1. on paper list three causes of nerve fatigue and sources of nerve energy.

2. explain two benefits of massage in relation to nerves.

3. list six ways to stimulate the nerves.

This will be done on paper in five minutes with 90% accuracy.

16:4:4 Upon completing the unit on the nervous system, the student will be able to:

1. list the twelve cranial nerves, their type and function.

2. list at least two major categories of the fifth, seventh, and eleventh cranial nerves.

This will be done in fifteen minutes with 80% accuracy.

16:4:5 Upon completing the unit on the nervous system, the student will be able to:

1. match the four branches of the cervical nerves with the description.

2. match the four principal nerves of the arm and hand with the correct description.

3. On a wall chart of the nervous system, locate the four principal nerves of the arm and hand.

This will be done in five minutes with 75% accuracy.

16:4:6 Upon completing the unit on the nervous system, the student should be able to locate and name the six nerve points of the scalp on another student and explain the purpose of pausing on nerve points. This will be done in three minutes to the satisfaction of the instructor.

16:5:0 Circulatory System

16:5:1 Termonology

Upon completing the unit on the circulatory system, the student will be able to define ten terms which identify and describe the circulatory system in written assignment of ten minutes with an accuracy of 70%.

16:5:2 Structure and functions of heart and blood vessels

Upon completing the unit on the circulatory system, the student will be able to draw a diagram of the heart and include the following.

1. Aorta

2. Right atrium

3. Left atrium

4. Right ventricle

5. Left ventricle

6. Pulmonary artery

7. Sup. vena cava

This will be one in ten minutes with 80% accuracy.

16:5:3 Composition, purpose and function of blood

Upon completing the unit on the circulatory system, the student will be able to explain the function of arteries, veins, and capillaries and draw a diagram to explain the function of values. This will be done to the satisfaction of the instructor in an allotted time of five minutes.

16:5:4 Composition, function, purpose of Lymph Vascular system

Upon completing the unit on the circulatory system, the student will be able to list four functions of lymph and explain its composition. This will be with a minimum score of 70%.

16:5:5 Important Arteries of head, face, neck, arms and hands

Upon completing the unit on the circulatory system, the student will be able to locate on a chart the following and explain their purpose:

1. Common carotid arteries
2. External maxillary
3. Superficial temporal artery
4. Occipital
5. Posterior auricular artery

This will be done with 70% in five minutes.

16:5:6 Veins of head, face, neck, arms hands

Upon completing the unit on the circulatory system the student will be able to locate on a chart the following and explain their purpose:

1. Common carotid vein
2. External
3. Superficial terminal
4. Occipital vein
5. Posterior vein

This will be done with 70% in five minutes.

16:6:0 Endocrine system

16:6:1 Upon completing the unit on the endrocine system, and without references, the student will write a paper explaining:

1. the importance of this system to health of the body

2. types of glands and their functions

3. will list the endocrine glands, listed in the text, their location and functions to an accuracy of at least 75% in a controlled time situation.

16:7:0 Excretory and Respiratory System

16:7:1 Excretory System and Respiratory System

Upon completion of the unit on the excretory and respiratory systems, and without reference, the student will write a paper on the

1. parts played by these systems to maintain good health

2. list the most important organs of the respiratory system to be completed in 15 minutes time to an accuracy of at least 80.

16:8:0 Digestive System

Upon completion of the unit on the digestive system, without reference, the student will write a paper and

1. explain the process of digestion as outlined in the book

2. list the digestive glands that produce enzymes

3. name the different enzymes and give the effect each have on food

to be completed in a time controlled situation with an accuracy of at least 80.

16:9:0 Nail

Following instruction on the nail, without reference, the student will write a paper.

1. Briefly describing nail

2. List and give the location of the nail structure

3. List and give the location of the adjoining structures

To be completed in a time controlled situation with grade of at least 80.

16:10:0 Skin and Scalp

16:10:1 History

16:10:2 Functions

The student will pass a test with a grade of 85% or better, by clearly defining the two divisions of skin and their layers, and by drawing a cross section of skin.

Upon completion of the course, the student will be able to write and identify, without references, the six functions of the skin and describe the structures that are important for the health and beauty of the skin, with a grade of 90% or better.

UNIT 17:0:0 Electricity

PURPOSE

To become familiar with the nature and effects of electricity and the application of high frequency to the body.

CONTENT

17:1:0 Basic Principles of Electricity

17:2:0 Safety Measures

17:3:0 High Frequency or Violet Rays

17:4:0 Light Therapy

SUBUNIT: OBJECTIVE:

17:1:0 Basic Principles of Electricity

17:1:1 Given a prepared test, students should be able to identify 8 out of 9 basic principles of electricity and list at least 12 out of 14 safety precautions.

17:2:0 Safety Measures

17:2:1 Using each other as models, student will correctly demonstrate three methods of application of high frequency and all safety measures taken when applying violet rays to body. Sanitize electrode and return to its proper place in 20 minutes.

17:3:0 High Frequency or Violet Rays

17:3:1 The learner will answer 15 questions in writing on methods of application, effects on body protection and safety of patron when using high frequency vibrator, steamer, and heating cap. Completed in 20 minutes with grade of 95 or above.

17:3:2 Following a demonstration on application of infrared rays to the body, students will demonstrate on each other correct method of application and write a paper from memory on methods of reproducing the infrared, ultraviolet, and visible rays. The uses and effects each have on body completed in one hour with grade of 80.

17:4:0 Light Therapy

17:4:1 At the completion of instruction on electricity and light therapy, the learner must achieve at least 85% on a 50 question multiple choice and completion test covering these subjects in 30 minutes.

UNIT 18:0:0 Chemistry

PURPOSE

To have a knowledge of basic chemistry and the composition of the various cosmetics used in the beauty salon.

CONTENT

18:1:0 Introduction to Chemistry

18:2:0 Basic Chemistry (elements, compounds, and mixtures)

18:3:0 Basic Chemistry (acids, bases, and salts)

18:4:0 Composition and Uses of Cosmetics

18:5:0 Cosmetics for the Skin and Face

18:6:0 Cosmetics for the Scalp and Hair

SUBUNIT: OBJECTIVE:

18:1:0 Introduction to Chemistry

18:1:1 Without the aid of references, the student will define the term chemistry as applied to cosmetology and describe its importance to cosmetology with a grade of 80% or better.

18:2:0 Basic Chemistry (elements, compounds, and mixtures)

18:2:1 After receiving instruction on basic chemical substances, the student will pass a thirty-minute written test on the differences between elements, coumpounds, and mixtures, with a grade of 80% or better.

18:3:0 Basic Chemistry (acids, bases, and salts)

18:3:1 Upon completion of the lesson and without references, the student will list the properties in acids, bases, and salts and give four examples for each one, to be completed in 30 minutes and receive a grade of 80% or better.

18:4:0 Composition and Uses of Cosmetics

18:4:1 Upon completion of instruction, the student will be able to explain what U.S.P. stands for and list the nine classifications of cosmetics and list three cosmetics under each classification with the use of references in 30 minutes time.

18:5:0 Cosmetics for the Skin and Face

18:5:1 The student will learn what cosmetics are available for the skin and face, and demonstrate their uses and application on model, following the manufacturer's directions correctly to the satisfaction of the instructor.

18:6:0 Cosmetics for the Scalp and Hair

18:6:1 Following the manufacturer's directions, the student will prescribe and apply the correct cosmetics to the patron to the satisfaction of the instructor.

UNIT 19:0:0 Salon Management

PURPOSE

To become acquainted with basic principles of business operations and the laws governing the beauty salon.

CONTENT

19:1:0 Basic Principles of Business Operation

19:2:0 Personnel Management

19:3:0 Daily Operation Records

19:4:0 Advertising

19:5:0 Buying and Selling a Beauty Salon

19:6:0 Salesmanship

SUBUNIT: OBJECTIVE:

Upon completing instructions in salon management, the student will pass a test of 50 multiple choice and true-false questions on this unit with a grade of at least 80%.

19:1:0 Basic Principles of Business Operation

Upon completion of this unit, student will pass a test of 80 or above showing knowledge of the value of a lease, business laws, insurance, business records, supplies, correct methods of making service appointments and methods of advertising.

19:1:1 Choosing a location

19:1:2 Plant location and physical facilities

Using the ten suggestions for planning the physical layout of a beauty salon (Page 454 of text and outside research) sketch a floor plan of an efficient and economic beauty salon with grade of 90 to be handed in, in one week.

19:1:3 Book

19:1:4 Supplies and records

19:1:5 Furniture and equipment

19:1:6 Lease

19:2:0 Personnel Management

19:2:1 Business laws and licensing

19:2:2 Insurance

19:2:3 Taxes

19:2:4 Wages - withholding taxes

19:2:5 Advertising

19:2:6 Standards of charge for service

19:3:0 Daily Operation Records

19:3:1 Appointments

19:3:2 Income records

19:3:3 Overhead expenses

19:4:0 Advertising

19:5:0 Buying and Selling a Beauty Salon

19:6:0 Salesmanship

Demonstrate before the group the process of selling a service to a patron in 3 minutes time to satisfaction of instructor.

19:6:1 Learning to sell

19:6:2 Principal steps of selling technique

Following instruction on principal steps in selling, write without reference the principal steps of selling technique in 15 minutes time with grade of 90 or above.

19:6:3 Selling oneself

19:6:4 Selling services

19:6:5 Selling products

UNIT 20:0:0 State Law

PURPOSE

To have a knowledge and understanding of the Utah State laws of cosmetology.

CONTENT

20:1:0 Qualifications for Cosmetologist

20:2:0 Licensing Requirement

20:3:0 Definitions used in State Law

20:4:0 Laws Governing Salon

20:5:0 Utah State Laws of Cosmetology

SUBUNIT: OBJECTIVE:

20:1:0 Qualifications for Cosmetologist

20:1:1 Upon completion of the laws governing the qualification of a cosmetologist, the student will recall and write the six qualifications with 100% accuracy.

20:2:0 Licensing Requirement

20:2:1 Following instruction on licensing for cosmetology given a list of various areas in cosmetology that require a license fee, the student will fill in the correct fee, and give the renewal date of all licenses, with a grade of at least 80.

20:3:0 Definitions used in State Law

20:3:1 Given a list of the terms used in cosmetology, the student will be able to repeat and explain the definitions with 100% accuracy.

20:4:0 Laws Governing Salons

20:4:1 The student will demonstrate knowledge of laws governing salons by explaining the sanitary laws, building requirements, and basic laws for salons with 90% accuracy.

20:5:0 **Utah State Laws of Cosmetology**

20:5:1 Following instruction completing unit of Utah State laws on unprofessionalism, violation of the law, and penalties, without reference, students will briefly explain

1. at least 9 out of 11 given in the law on unprofessional conduct

2. all the fifteen violations listed in law

3. penalties that can be imposed on person, shop, school, whose license has been revoked for violation of the law, within a time controlled situation.

20:6:0 **Investigations and Inspections**

20:6:1 The student will write a brief essay on the policies and procedures in which investigations, inspections, hearings, and filing and servicing complaints are conducted with a grade of 90% or better.

SHOP EQUIPMENT NECESSARY FOR TWENTY-STUDENT SCHOOL

Minimum floor space 2,000 sq. ft for 20 students

20	Chairs at stations
20	Dresserettes
20	Mirrors on dressers - one for every student
5	Containers for soiled towels
20	Waste containers
10	Hand mirrors
20	Sanex strip dispensers
20	Brooms (one at each station)
10	Dryer chairs - 1 for every three students
10	Dryer heads
7	Shampoo bowls - 1 for every 6 students
7	Reclining chairs
4	Manicuring tables - 1 for every 6 students
4	Manicuring stools
10	Finger bowls
10	Mannequins plus two tables for mannequins (at least 10 mannequins)
20	Brush and comb sanitizers--1 wet and 1 dry for each student
	Curling irons
	Straighten irons and stove

Dispensary

1	Wash bowl
	Shelves for supplies
1	Dry sanitizer
1	Wet sterilizer
2	Heat caps
8	Dozen towels
1	Paper towel dispenser
4	Tipping caps

Permanent Wave Rods

6	Dozen large rods
6	Dozen medium rods
6	Dozen small rods
2	Pair clippers
2	Tappering shears - 1 for each student
1	Hot plate
1	Vibrator
1	High frequency machine
1	Therapeutic lamp
20	Trays for rollers
6	Dozen different size of rollers
	Tint applicator

Miscellaneous Equipment

20 Chairs for classroom work
4 Tables in classroom area
1 Reception desk
1 File cabinet
1 Time clock
Locker or dressing room
Rest room

Facial Room Equipment

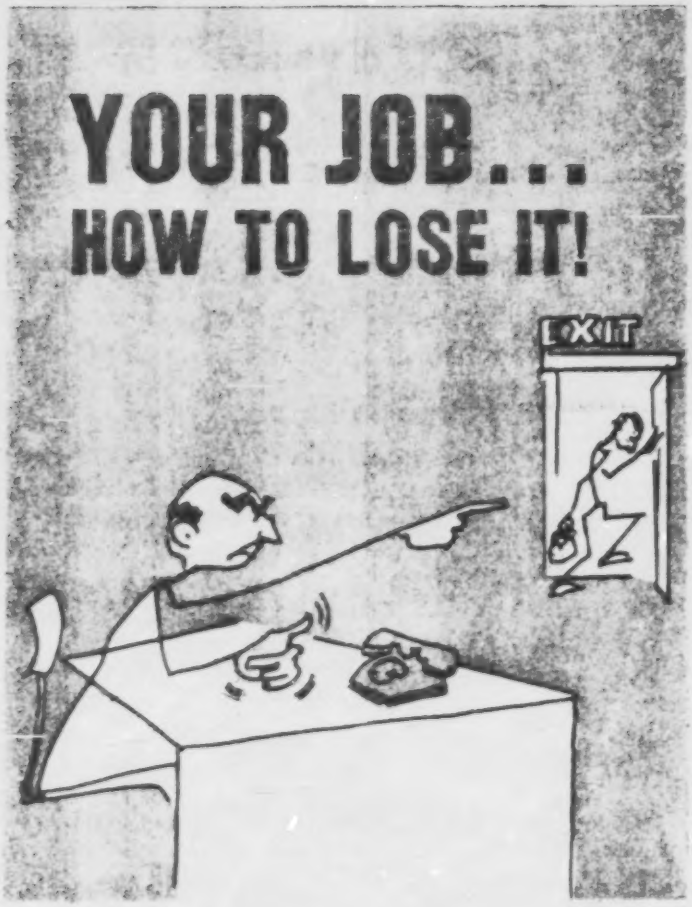
1 Facial chair for every 8 students
1 Small table

Equipment Needed by Each Student

1 Pair scissors
1 Razor
1 Klippie tray
2 Dozen small klippies
2 Dozen large klippies
1 Shampoo cape
. Comb-out cape
6 Brushes
6 Style combs) minimum
6 Rat tail combs)
1 Manicure kit (implements)
1 Polish kit
1 Facial cape
3 Hair nets
1 Manicure brush
1 Textbook
1 Workbook

Visual Aids

1 Blackboard
2 Bulletin boards
1 Overhead projector
Access to 16 mm movie projector and 35 mm film-slide projector
Space for display, window or showcase


YOUR JOB...
HOW TO LOSE IT!
EXIT

So now you've got a job . . .

Congratulations!
But are you going to be able to hold onto it?
Is your job worth trying to keep so you can have:

- a paycheck?
- promotions?
- paid vacations?
- other fringe benefits?
- a chance to be somebody?

Maybe you've already found out . . . getting a job is one thing; **holding onto it** is another.

. . . It's up to YOU!

No one else can lose your job for you . . .

Not your:

- father or mother
- husband or wife
- kids
- brother or sister
- uncle or aunt
- cousin
- friend
- or fellow worker

No one but YOU!

H E R E A R E

S O M E O F T H E

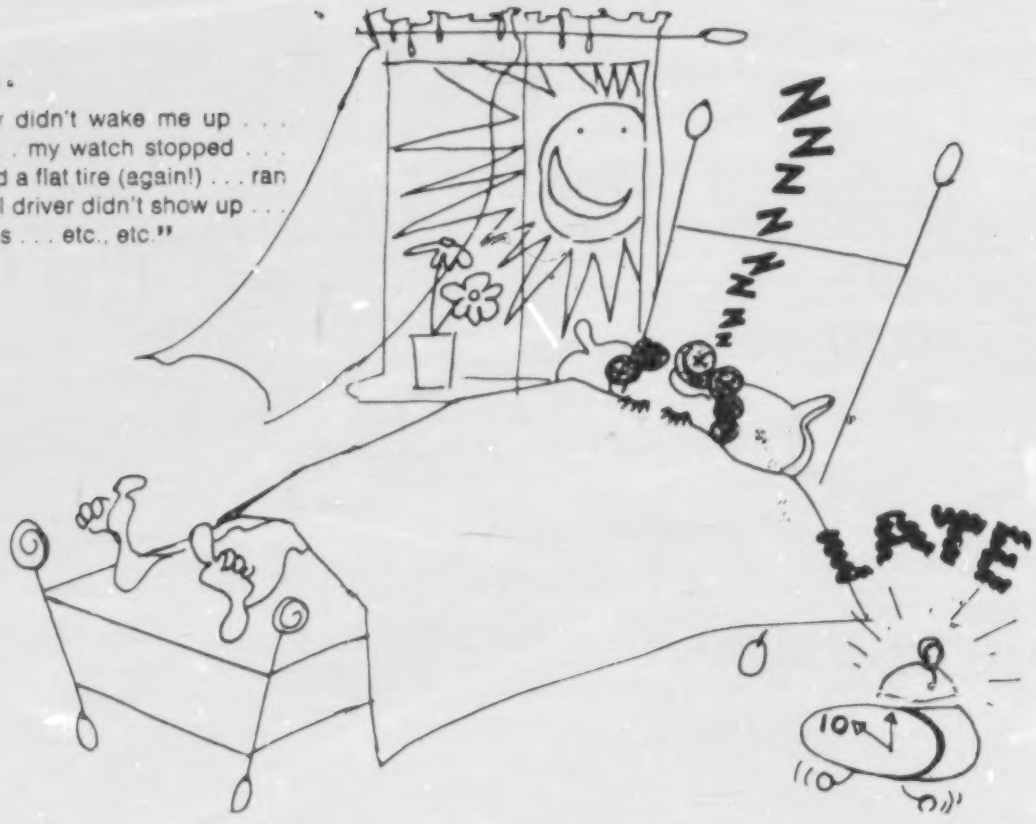
W A Y S Y O U C A N

L O S E

Y O U R J O B . . .

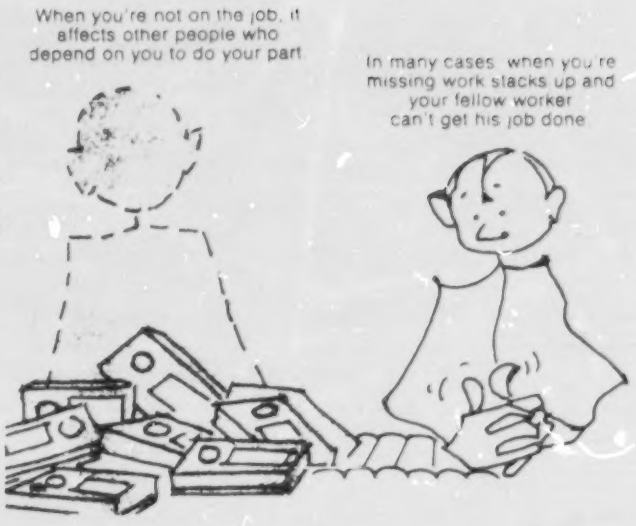
Be late for work . . .

"I overslept . . . family didn't wake me up . . . alarm didn't go off . . . my watch stopped . . . missed the bus . . . had a flat tire (again!) . . . ran out of gas . . . car pool driver didn't show up . . . I forgot what day it was . . . etc., etc."



Don't show up . . .

"I just had to go to my cousin's wedding . . . had to go to my grandmother's funeral . . . my back hurt . . . baby was sick . . . had something else I had to do . . . had to see a sick friend . . . etc., etc."


When you're not on the job, it affects other people who depend on you to do your part
In many cases, when you're missing work stacks up and your fellow worker can't get his job done

on't call in when you're sick . . .

Who cares if I don't call in, they won't miss me . . . I don't have a phone and it's too much trouble to get to one . . . People next door don't like me using their phone . . . I was too hoarse to talk, etc., etc "

or . . .

Call in and tell them you're "sick" when you aren't really sick

Leave without an okay for time off . . .

" I'm afraid if I ask for time off, they'll turn me down . . . so I'll just take off for a couple of hours or maybe the rest of the afternoon and let them know when I get back . . . What's the difference?"

Tell your boss off . . .

Fight with your fellow workers . . .

Carry a chip on your shoulder . . . If you make a mistake, blame your fellow workers (but never yourself, of course) . . . Gossip and gripe about everyone but don't offer to help "chop the wood and carry the water" nor offer any suggestions for solving a problem . . . Get ahead by shoving the other guy down.

Don't bother to learn more . . .

Now that you've finally got a job, don't "rock the boat." . . . Be afraid of opportunity—especially if it's a chance to learn more about your job or what makes your company tick . . . And by all means avoid going to school during off hours . . . Be satisfied with your pay, don't try to earn a bigger paycheck . . . let everyone else get the raises.

Wear yourself out over the weekend . . .

LATE FRIDAY NIGHT

EARLY SATURDAY MORNING

LATE SUNDAY

Show up "shot down" on the job Monday morning . . .

Put your worst foot forward . . .

Work hard at showing your supervisor and fellow workers that you are irresponsible and undependable. Such a work record not only is a surefire guarantee of causing you to lose your job, it will make finding a new job just that much harder.

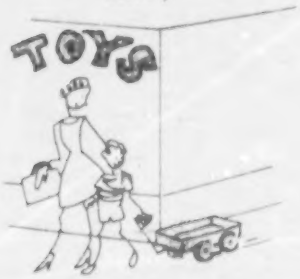
Don't try to make a success of your job . . .

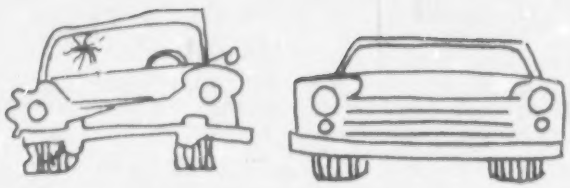
Unless you want:

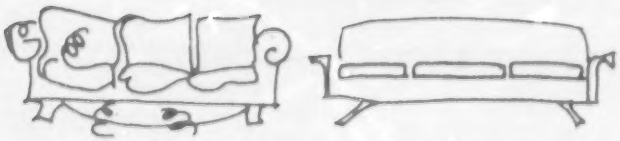
- new toys for your kids
- better car (with good tires)
- new furniture
- new clothes for you and your family

"I wish we had enough money to get that wagon, Mommy."

"I'm glad we could afford it, Johnny."







When you lose your job,
you let them down. . .

IT'S UP TO YOU!